

Short and/or Long Term Unit Planning Format

Essential, Unit or Daily Questions: What students must be able to answer related to concepts and skills by the end of the year, unit or lesson.

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Content – What will be learned?	Instruction – How will content be taught?	Rigor – Degree of Difficulty
<p style="text-align: center;">Standards</p> <p>Concepts: (What students need to know <u>and</u> understand.)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Skills: (What students need to do and apply.)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Evidence/Products: (What will be collected to measure degree of concept and represent mastery/proficiency?)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p style="text-align: center;">Effective Teaching Strategies</p> <p>Beginning:</p> <p>_____ Establish Objectives</p> <p>_____ Cueing</p> <p>_____ Learning Environment: Effort</p> <p>_____ Non-fiction Writing</p> <p>_____ Advance Organizers</p> <p>Middle:</p> <p>_____ Comparing</p> <p>_____ Classifying</p> <p>_____ Note-taking</p> <p>_____ Questioning</p> <p>_____ Nonlinguistic Representations</p> <p>_____ Cooperative learning/grouping</p> <p>_____ Practice</p> <p>_____ Hypotheses Generating and Testing</p> <p>Closure:</p> <p>_____ Homework</p> <p>_____ Providing Feedback</p> <p>_____ Summarizing</p>	<p style="text-align: center;">Bloom's Taxonomy</p> <p>_____ Creating (designing, constructing, producing, inventing, revising)</p> <p>_____ Evaluating (hypothesizing, critiquing, testing, judging, monitoring)</p> <p>_____ Analyzing (deconstructing, organizing, structuring, comparing)</p> <p>_____ Applying (using, implementing)</p> <p>_____ Understanding (interpreting, summarizing, classifying, comparing)</p> <p>_____ Remembering (list, describe, identify, retrieve, name, locate)</p>